

Honors English 9 Summer Reading Prompts:

DUE TO A217 ON THE FIRST DAY OF SCHOOL REGARDLESS OF WHICH SEMESTER YOU HAVE HONORS ENGLISH 9!

Directions: Read *And Then There Were None* by Agatha Christie and *The Tragedy of Romeo and Juliet* by William Shakespeare. Write a 1-2 page response to each of the following prompts.

- I am looking for you to show me that you can use pieces or excerpts of text (quoted or summarized) to thoughtfully answer the given prompts. You don't need to go into intimate detail; we will get to that when class begins.

Prompts:

1. Think about the idea of suspense. Authors frequently hold their audiences in suspense by manipulating the way a reader interprets their writing through the author's specific word choice. Analyze how both Agatha Christie and William Shakespeare incorporate suspense into their works and how that affects the audience as they read. Use examples from the text to justify your answer.
2. Joyce Meyer said, **"Patience is not the ability to wait—it's how we behave while we are waiting."** Both works have a common story arc rooted in a character's patience or impatience. Analyze how Meyer's quote connects to one character's actions in *And Then There Were None* and two characters' actions in *The Tragedy of Romeo and Juliet*. Use examples from the text to justify your answer.
3. In *And Then There Were None*, the characters are all seemingly controlled by a mysterious host who continuously drops subtle clues as to what will happen next (through these clues Christie incorporates foreshadowing). In order to attempt to save themselves, their goal is to figure out their host's next move before it occurs. Similarly, in *Romeo and Juliet* the characters believe that fate dictates their actions, and they are simply acting through the motions of a pre-existing "plan" for their lives. As a result, any mistake or wrongdoing could ultimately be attributed to fate as opposed to being the fault of the character. Analyze how the invisible force in each work affects the way the characters behave during the stories' respective climaxes. Use examples from the text to justify your answer. You may choose two characters from one work and one character from the other.
4. Brendon Burchard said, **"Any plunge into the unknown is reckless—but that's where the treasure lies."** Each work revolves around the questionable and reckless decisions of young characters. In *Romeo and Juliet*, the characters make life-altering decisions in their teens. In

And Then There Were None, each character committed or aided in committing a crime during their youth or at least in the distant past. Analyze how each work exemplifies both recklessness and treasure, as mentioned in Burchard's quote above. Use examples from the text to justify your answer.

Example:

Note that I am using Romeo and Juliet and Lord of the Flies, not And Then There Were None.

In both *Romeo and Juliet* by William Shakespeare and *Lord of the Flies* by William Golding, the characters are all controlled by an invisible "force". In Shakespeare's play, this "force" comes in the form of fate. The characters believe strongly in fate and fate's ability to control their actions. However, because of this, it also allows characters to blame their mistakes or misfortunes on that of fate, even if in reality, it was their own fault. For example, when Romeo kills Tybalt to avenge Mercutio's death in Act III.i, the story's climax, he immediately declares, "I am Fortune's foe!" indicating that he blames the murder he has just committed on fate's interference and control of him. Clearly, Romeo acted upon his own emotions and retaliated against an enemy, but instead of taking responsibility for his actions, he blames his wrongdoings on fate. Similarly, in William Golding's *Lord of the Flies*, the boys are being manipulated by fear, another invisible force. However, in the novel, that fear is instilled in them by one of their peers, Jack, who uses it as a tactic to gain power. When the story reaches what is almost its certain end, a redeeming voice from the outside world jars them back to sanity and extinguishes all fear of the "beast". At that point, the invisible force—fear— has no control over them and the story progresses rapidly through falling action and resolution.

Both Shakespeare and Golding created complex characters who demonstrate to their audiences that sometimes people react in unpredictable ways.

Grading Rubric:

****adapted from PDE Constructed Response Rubric**

25	15	5	0
The response provides a clear, complete, and accurate answer to the task.	The response provides a partial answer to the task.	The response provides a minimal answer to the task.	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
The response provides relevant and specific information from the passage.	The response provides limited information from the passage and may include inaccuracies.	The response provides little or no information from the passage and may include inaccuracies OR the response relates minimally to the task.	
The response is impeccably written with minimal or no grammatical errors.	The response is well-written with multiple grammatical errors.	The response is poorly written OR too many grammatical errors impede the reader's understanding.	
The response is between 1 and 2 pages long.	The response is longer than 2 pages.	The response is under 1 page.	

Total: _____/100